

Chapter Planning Guide























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Key to Ability Levels

BL Below level	AL Above level
OL On level	ELL English Language Learners

Key to Teaching Resources

 Print Material	 DVD
 CD-ROM	 Transparency

Levels				Resources		Chapter Opener	Section 1	Section 2	Section 3	Chapter Assess
BL	OL	AL	ELL							
					FOCUS					
BL	OL	AL	ELL		Daily Focus Skills Transparencies		10–1	10–2	10–3	
					TEACH					
BL	OL		ELL		Reading Essentials and Note-Taking Guide*		p. 93	p. 96	p. 99	
	OL	AL			Citizenship/Decision-Making Activity, URB			p. 3	p. 3	
	OL	AL			Economics Activity, URB				p. 5	
	OL	AL			Primary Source Reading, URB				p. 15	
BL	OL	AL	ELL		Content Vocabulary Activity, URB*	p. 41	p. 41	p. 41	p. 41	
BL	OL	AL	ELL		Academic Vocabulary Activity, URB	p. 43	p. 43	p. 43	p. 43	
	OL				Biography Activity, URB		p. 45			
BL	OL	AL	ELL		Writing Skills Activity, URB				p. 47	
	OL	AL			Critical Thinking Skills Activity, URB		p. 51		p. 51	
BL	OL	AL	ELL		Chart, Graph, and Map Skills Activity, URB			p. 53	p. 53	
BL	OL	AL	ELL		Differentiated Instruction, URB				p. 55	
BL	OL	AL	ELL		School-to-Home Connection Activity, URB*	p. 57	p. 57	p. 57	p. 57	
BL	OL		ELL		Guided Reading Activities, URB*		p. 61	p. 62	p. 63	
BL	OL	AL	ELL		Writer's Guidebook	✓	✓	✓	✓	✓
	OL	AL			Primary Source Document Library CD-ROM	✓	✓	✓	✓	✓
BL	OL	AL	ELL		Vocabulary PuzzleMaker CD-ROM	✓	✓	✓	✓	✓
BL	OL	AL	ELL		Daily Lecture & Discussion Notes (in Pres. Plus)		✓	✓	✓	✓
BL	OL	AL	ELL		StudentWorks™ Plus DVD		✓	✓	✓	✓
BL	OL	AL	ELL		Section Video Program		✓	✓	✓	
BL	OL	AL	ELL		TIME Interpreting Political Cartoons Transp.		Ch. 10			
BL	OL	AL	ELL		Writing Process Transparencies	✓	✓	✓	✓	✓

Note: Please refer to the *Unit Resource Book: Political Parties and Interest Groups* for this chapter's URB materials.

* Also available in Spanish



- Interactive Lesson Planner
- Interactive Teacher Edition
- Fully editable blackline masters
- Section Spotlight Videos Launch
- Differentiated Lesson Plans
- Printable reports of daily assignments
- Standards Tracking System

Levels				Resources		Chapter Opener	Section 1	Section 2	Section 3	Chapter Assess
BL	OL	AL	ELL							
					TEACH <i>(continued)</i>					
Teacher Resources					Building Academic Vocabulary	✓	✓	✓	✓	✓
					Strategies for Success	✓	✓	✓	✓	✓
					Teacher's Guide to Differentiated Instruction	✓	✓	✓	✓	✓
					Graph Tool CD-ROM	✓	✓	✓	✓	✓
					Presentation Plus! DVD	✓	✓	✓	✓	✓
					ASSESS					
BL	OL	AL	ELL		Quizzes and Tests*		p. 114	p. 115	p. 116	p. 117
BL	OL	AL	ELL		Authentic Assessment with Rubrics			p. 14		
BL	OL	AL	ELL		Standardized Test Practice		p. 19	p. 19	p. 19	p. 19
BL	OL	AL	ELL		ExamView® Assessment Suite CD-ROM		10–1	10–2	10–3	Ch. 10
BL	OL	AL	ELL		Interactive Tutor Self-Assessment CD-ROM	✓	✓	✓	✓	✓
					CLOSE					
BL			ELL		Reteaching Activity, URB*		p. 59	p. 59	p. 59	
BL	OL		ELL		Reading and Study Skills Foldables™ Activity	p. 68	p. 69	p. 69		
BL	OL	AL	ELL		Civics Today in Graphic Novel	p. 29		p. 29		
BL	OL	AL	ELL		Graphic Organizer Transparencies & Strategies	✓	✓	✓	✓	✓

Using PuzzleMaker™ 3.1

Online Crossword Puzzles

Technology Product:

Glencoe's Vocabulary PuzzleMaker™ 3.1 CD-ROM is an easy-to-use program that lets you create your own puzzles based on the glossary for classroom use. The PuzzleMaker allows you to

- create crossword puzzles based on content vocabulary and academic vocabulary that is specific to what is taught in the classroom;
- create online (LAN-based or local area network) or paper crossword puzzles.

Objective

Completing the crossword puzzles helps students to

- recall vocabulary terms based on the clues provided for a puzzle;
- reinforce their understanding of the vocabulary.

Steps

- Run PuzzleMaker 3.1. Click on the program screen to bring up the main menu, and click on **Create a new puzzle**.
- Select the Puzzle Database for the vocabulary.
- The PuzzleMaker Wizard will take you through selecting a puzzle type and grid type.
- Then select one or more chapters from the list. Indicate whether you want the words selected randomly or manually.
- Select the language and words you wish to use within the maximum for the puzzle. Click **Finish**.
- Save your puzzle to a location that is easily accessible by your students with PuzzlePlayer 3.1, or print copies for your students to complete.
- Use PuzzlePlayer 3.1. to review the puzzles after your students have worked on and saved them.

Civics ONLINE

	Student	Teacher	Parent
Beyond the Textbook	•	•	•
Chapter Overviews	•	•	•
Concepts in Motion	•		•
ePuzzles and Games	•		•
Glencoe Teaching Today		•	
Literature Connections		•	
Multi-Language Glossaries	•		•
Online Student Edition	•	•	•
Section Videos	•	•	•
Self-Check Quizzes	•		•
Student Web Activities	•		•
Study Central™	•		•
TIME Current Events	•		•
Vocabulary eFlashcards	•		•
Web Activity Lesson Plans		•	

Glencoe Media Center

glencoe.com

> Study-to-Go

- Vocabulary eFlashcards
- Self-Check Quizzes

> Audio/Video

- Student Edition Audio
- Spanish Summaries

Reading List Generator CD-ROM

GLENCOE BOOKLINK 3

Use this database to search more than 30,000 titles to create a customized reading list for your students.

- Reading lists can be organized by students' reading level, author, genre, theme, or area of interest.
- The database provides Degrees of Reading Power™ (DRP) and Lexile™ readability scores for all selections.
- A brief summary of each selection is included.

Leveled reading suggestions for this chapter:

For students at a Grade 7 reading level:

- *Nobody Particular: One Woman's Fight to Save the Bays*, by Molly Bang

For students at a Grade 8 reading level:

- *With Courage and Cloth: Winning the Fight for a Woman's Right to Vote*, by Ann Bausum

For students at a Grade 9 reading level:

- *Elections in the United States*, by David Heath

For students at a Grade 10 reading level:

- *The Torchbearers*, by Rita Dove

For students at a Grade 11 reading level:

- *A Pocket History of the United States*, by Henry Steele Commager

READING SUPPORT FROM JAMESTOWN EDUCATION

- **Timed Readings Plus in Social Studies** helps students increase their reading rate and fluency while maintaining comprehension. The 400-word passages are similar to those found on state and national assessments.
- **Reading in the Content Area: Social Studies** concentrates on six essential reading skills that help students better comprehend what they read. The book includes 75 high-interest nonfiction passages written at increasing levels of difficulty.
- **Reading Social Studies** includes strategic reading instruction and vocabulary support in Social Studies content for both ELLs and native speakers of English.
- **Content Vocabulary Workout** (Grades 6–8) accelerates reading comprehension through focused vocabulary development. Social Studies content vocabulary comes from the glossaries of Glencoe's Middle School Social Studies texts. www.jamestowneducation.com

KEY Teacher Wraparound

Use this key to help you identify the different types of prompts found in the Teacher Wraparound Edition.

R **Reading Strategies** activities help you teach reading skills and vocabulary.

C **Critical Thinking** strategies help students apply and extend what they have learned.

D **Differentiated Instruction** activities provide instruction for students learning to speak English, along with suggestions for teaching various types of learners.

S **Skill Practice** strategies help students practice historical analysis and geography skills.

W **Writing Support** activities provide writing opportunities to help students comprehend the text.

Teaching strategies and activities have been coded for ability level appropriateness.

AL Activities for students working above grade level

OL Activities for students working on grade level

BL Activities for students working below grade level

ELL Activities for English Language Learners

Focus

Why It Matters

Ask: Why is it important for citizens in a democracy to exercise their right to vote? (Answers may include these ideas: through voting, citizens have a voice in their government—in influencing its laws and in choosing who will represent them. It is the right to vote that makes a democracy a government of the people.)

More About the Photo

Visual Literacy California's Governor Arnold Schwarzenegger is shown campaigning for his reelection in 2006, which he won in a landslide. Schwarzenegger, the Austrian-born bodybuilder and Hollywood movie star, first won the race for governor in 2003 in a special election called to remove Governor Gray Davis from office. In that election, Schwarzenegger defeated 134 other candidates and won 49 percent of the vote even though he had no prior experience in politics.

Teach

BIG Ideas As you begin teaching each section, use these questions and activities to help students focus on the Big Ideas.

Section 1

Who Can Vote? **Ask:** What are the requirements to vote in a U.S. election? (You must be a U.S. citizen and not a convicted felon or legally insane. Most states require you to be a resident of the state for

Voting and Elections



Why It Matters

The right to vote is a major responsibility of citizenship. By voting, citizens can influence all levels of government as well as the laws under which we live. Yet many Americans do not exercise this fundamental right and responsibility of our democratic way of life.

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a specified period and be registered to vote.) Tell students that in Section 1, they will learn how the right to vote became a right for all U.S. citizens. Ask students to think about, as they read, what it would be like if they would never be allowed to vote. **OL**

Section 2

Election Campaigns **Ask:** What different types of political elections are held in the United States? (primary, general, and special) Explain that in Section 2, students will learn about the types of political elections, the role of campaigns in elections, and the system for deciding votes in presidential elections. **OL**

BIG Ideas

Section 1: Who Can Vote?

The right to vote is one of the fundamental rights of citizens in a democratic society. Voting is a basic political right of all U.S. citizens who meet certain qualifications set by law.

Section 2: Election Campaigns

A successful democracy is built on an informed electorate. The success of an election campaign depends on the people who organize it.

Section 3: Paying for Election Campaigns

A successful democracy is built on an informed electorate. The sophisticated vote-getting techniques that candidates use have made campaigning very expensive.

◀ Governor Arnold Schwarzenegger campaigns in California

FOLDABLESTM Study Organizer

Dinah Zike's Foldables

Purpose This Foldable guides students to take notes that will help them understand and evaluate what they read. In the completed Foldable, students' notes are organized and recorded in three columns to aid them to understand and evaluate voting requirements, election campaigns, and campaign financing. **OL**

More Foldables activities for this chapter can be found in the *Dinah Zike's Reading and Study Skills Foldables* ancillary.

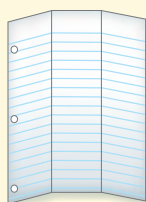
Civics ONLINE

Introduce students to chapter content and key terms by having them access the **Chapter Overview** at glencoe.com.

FOLDABLESTM Study Organizer

Evaluating Information Study Foldable Make the following Foldable to help you evaluate the voting process and who can vote, how election campaigns are run, and how campaigns are financed.

Step 1 Fold a sheet of paper in thirds as shown.



Step 2 Open up the paper and label each of the columns created by folds with these headings:
Who Can Vote?
Election Campaigns
Paying for Election Campaigns

Who Can Vote?	Election Campaigns	Paying for Election Campaigns

Reading and Writing

As you read the chapter, evaluate the information you read about the voting process, taking notes on the rules of voting and how election campaigns are run. Use your notes to understand the entire process of an election.

Section 3

Paying for Election Campaigns Ask:

How are political campaigns funded?

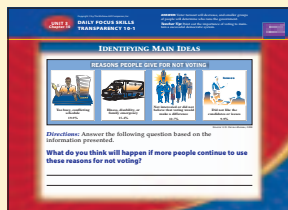
(They are privately funded by groups and individuals and publicly funded with federal campaign funds.) Tell students that in Section 3 they will learn about the process of becoming a candidate, the role of political campaigns, how campaigns are financed, and why financing is an issue. **OL**

Focus



Bellringer

Daily Focus Transparency 10-1



Guide to Reading

Answers to Graphic:

Voting Process

1. register to vote when qualified
2. go to polling place
3. fill out application at clerk's desk
4. show identification if challenged
5. hand application to an election judge
6. use voting machine to cast ballot

Section Spotlight Video

To learn more about who can vote, have students watch the Section Spotlight Video for this section.

Resource Manager

Guide to Reading

Big Idea

The right to vote is one of the fundamental rights of citizens in a democratic society.

Content Vocabulary

- polling place (p. 295)
- precinct (p. 295)
- ballot (p. 296)
- absentee ballot (p. 297)
- returns (p. 297)
- exit poll (p. 297)
- electorate (p. 299)
- apathy (p. 299)

Academic Vocabulary

- ultimate (p. 293)
- devote (p. 297)

Reading Strategy

Sequencing As you read, complete a chart like the one below by listing the steps in the voting process.

Voting Process

1. register to vote when qualified
2. go to polling place
- 3.
- 4.
- 5.
- 6.

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Who Can Vote?

Real World Civics Wheelchairs can help many people with disabilities live more independent daily lives. However, if you are disabled, can you get out and vote? Polling places have been accused of not being “disabled-friendly.” The Constitution promises everyone the right to vote regardless of race, color, gender, or age (as long as they are 18). It is up to each state to find ways to make polling places accessible for all voters. Despite the Help America Vote Act of 2002, some people still face obstacles to voting. Organizations at the state level work to help these voters overcome such obstacles.

▼ Voters at Parker Jewish Geriatric Institute in New York



R Reading Strategies

Teacher Edition

- Ac. Vocab., p. 293
- Taking Notes, p. 293
- Summarizing, p. 298

Additional Resources

- Cont. Vocab., URB p. 41
- Acad. Vocab., URB p. 43
- Biography, URB p. 45
- Guid. Read., URB p. 61
- Foldables, p. 69

C Critical Thinking

Teacher Edition

- Making Inferences pp. 293, 296
- Drawing Con., pp. 294, 296

Additional Resources

- Critical Thinking, URB p. 51

D Differentiated Instruction

Teacher Edition

- EL, p. 297
- Intrapersonal, p. 298
- Auditory, p. 299

Additional Resources

- School-to-Home Act., URB p. 57
- Reteach. Act., URB p. 59

W Writing Support

Teacher Edition

- Expository Writing, pp. 295, 297
- Persuasive Writing, p. 297

S Skill Practice

Teacher Edition

- Reading Charts, p. 294

Additional Resources

- Daily Focus Trans., 10-1
- Pol. Cartoons Trans. 10

Qualifying to Vote

Main Idea The right to vote is the foundation of American democracy.

Civics & You Many of you will have the opportunity to vote for the first time in the not-too-distant future. As you read, think about why so many people have sacrificed so much to gain the right to vote.

R₁ **C** Voting is an important right of American citizenship. Without it, citizens would not be able to choose the people who will run their government. Voting is also a major responsibility. Those who do not vote are failing to carry out a civic responsibility. They are also handing over their share of political power to voters whose views they may oppose. President Franklin D. Roosevelt reminded Americans of the importance of voting when he said, "Let us never forget that government is ourselves. The **ultimate** [fundamental] rulers of our democracy . . . are the voters of this country."

Early Restrictions

During the early years of our nation, most voters were white, adult males, and property owners. People often barred from voting included white adult males who could not afford to buy property; women, African American males, Native American males, and people under 21 years of age. Today, however, property ownership is no longer a consideration, and the U.S. Constitution states that no state may deny the right to vote because of race, color, gender, or age—if the person is at least 18 years old. Most states deny individuals convicted of serious crimes the right to vote until they have served their prison sentences.

R₂ In most states, you must be registered to vote. To be eligible to vote, you must be at least 18, a resident of the state for a specified period, and a citizen of the United States.



Registering Citizens must register in order to vote. **Explaining** What responsibilities do citizens have when they register for the first time?

Voter Registration

Most states require registration at least 25 days before an election. In a few states, however, the deadline is later—10 or even fewer days before the election.

Registration requirements vary. Registration applications may be obtained from county offices. Some states make the process easier, permitting registration by mail or offering more convenient times and places for in-person registration such as allowing registration at public libraries or high schools.

Teach

C Critical Thinking

Making Inferences Ask: What did President Roosevelt mean when he said that the ultimate rulers of our democracy are the voters? (Through the power of their votes, voters rule our government by choosing who will represent them, by taking a stand on issues, and by influencing laws.) **OL**

R₁ Reading Strategy

Academic Vocabulary Ask: What is a synonym for "ultimate"? (final) **BL**

R₂ Reading Strategy

Taking Notes Have students make a chart with two columns, labeled "The Past" and "Today." Have them use the chart to take notes on voter qualifications in the past and today. (Past: white adult males who owned property. Today: at least 18, resident of state for specified time, U.S. citizen, registered to vote, not serving a sentence for committing a serious crime.) **OL**

Caption Answer:

Students may say that citizens must register before the state deadline and show proof of their citizenship, age, and address.

Additional Support

Activity: Technology Connection

Summarizing Explain that the requirements for registering to vote are not the same in every state. For example, the deadline for registering before an election varies. Have students use the Internet to find their state's requirements for registering to vote. You may wish to suggest that they search for the following information:

- requirements to vote in your state
- time limit for registering before an election
- where to obtain and send a registration form
- forms available for non-English speakers
- how to register by mail or online

Ask students to write a summary of their findings, either in paragraph form or condensed in an outline. **OL**

S Skill Practice

Reading Charts Ask: What does the chart show? (how the right to vote was extended between 1870 and 2006) Have students note the chart's organization (chronological) and the type of items it includes (Constitutional amendments, Congressional acts, Supreme Court rules, legislative acts). Ask: Which decade has the most listings for right-to-vote extensions: the 1920s, 1960s, 1970s, or 1990s? (the 1960s) **OL**

C Critical Thinking

Drawing Conclusions Ask: What do the actions taken in 1975, 1992, and 2006 indicate about the changing population of the United States? (It indicates an increase in non-English-speaking citizens who need ballots they can read to protect their right to vote.) **OL**

Analyzing Charts

Answers:

1. The Civil Rights Acts were needed because the voting rights of individuals were obstructed in various states.
2. the Twenty-sixth Amendment (The Amendments of 1970 gave them the right to vote in federal elections.)

Hands-On Chapter Project Step 1

Running an Election Campaign

Step 1: Choosing a Candidate Form groups of students for the ongoing project. Try to distribute students skilled in art, writing, organization, and dramatics among the groups.

Extending the Right to Vote

ACTION AND IMPACT

1870 Fifteenth Amendment <input type="radio"/> Prohibits denying a person's right to vote on the basis of race	1970 Voting Rights Act Amendments of 1970 <input type="radio"/> Lowers the minimum voting age to 18 in federal elections
1920 Nineteenth Amendment <input type="radio"/> Guarantees women the right to vote	1971 Twenty-sixth Amendment <input type="radio"/> Minimum voting age reduced to 18 for all elections
1924 Congressional Act <input type="radio"/> All Native Americans given citizenship	1975 Voting Rights Act Amendments of 1975 <input type="radio"/> Bans literacy tests and mandates bilingual ballots in certain areas
1944 Smith v. Allwright <input type="radio"/> Supreme Court rules prohibiting African Americans from voting in primary elections is unconstitutional	1982 Voting Rights Act Amendment of 1982 <input type="radio"/> Extends provisions of two previous voting rights act amendments
1957 Civil Rights Act of 1957 <input type="radio"/> Justice Department can sue to protect voting rights in various states	1992 Voting Rights Language Assistance Act <input type="radio"/> Extends use of bilingual ballots and voting assistance
1960 Civil Rights Act of 1960 <input type="radio"/> Introduces penalties against anybody who obstructs an individual's voting rights	1993 National Voter Registration Act <input type="radio"/> Makes it easier to register to vote and to maintain registration
1961 Twenty-third Amendment <input type="radio"/> Residents of District of Columbia given right to vote	2006 Voting Rights Act Reauthorization and Amendments Act of 2006 <input type="radio"/> Prohibits use of tests or devices to deny the right to vote; requires certain jurisdictions to provide voting materials in multiple languages
1964 Twenty-fourth Amendment <input type="radio"/> Outlaws poll tax in national elections	
1965 Voting Rights Act of 1965 <input type="radio"/> Literacy tests prohibited; Federal voter registrars authorized in seven southern states	

Analyzing Charts

1. **Explaining** Why were the Civil Rights Acts necessary?
2. **Identifying** What amendment gave the right to vote to 18-year-olds?

Directions Tell the groups that today they will "invent" the candidate they will support in a mock class election. Suggest that they begin by brainstorming.

Have students brainstorm to generate as many ideas as possible about their candidate's name, appearance, manner, qualifications, and positions on issues about which

they care. One person could act as the recorder for the group. Those with an artistic bent might volunteer to make a quick sketch of the proposed candidate. Finally, have the group make a list of their decisions. **OL**

(Project continued in Section 2)

American Biography

Carrie Chapman Catt (1859–1947)

Carrie Chapman Catt declared, “Everybody counts in a democracy.” She worked to help women gain the right to vote. Catt felt that self-government would never be safe until “every responsible and law-abiding adult” possessed the vote.

Catt, born Carrie Clinton Lane, grew up along the Iowa frontier. She put herself through college by washing dishes, teaching, and working in the library.

She went on to become one of the nation’s first female school superintendents.

In 1885 Lane married Leo Chapman and helped coedit his newspaper. Widowed a year later, she joined the suffrage movement. When her second husband, George Catt,



died in 1902, Carrie Chapman Catt went overseas to help spread the movement worldwide.

With the support of Susan B. Anthony, one of the founders of the suffrage movement, she led the campaign to add the Nineteenth Amendment to the Constitution when she returned to America. Victory came in 1920. To prepare some 20 million women for “political independence,” Catt founded the League of Women Voters. Today the League honors its founder by educating all citizens on the importance of voting in a democracy.

Making a Difference

CITIZENSHIP

Carrie Catt was one of the earliest female education reformers. **Identifying** What organization did Catt found to prepare women for “political independence”?

How to Register The National Voter Registration Act requires states to let people register when they renew their drivers’ licenses. Citizens may also mail in registrations or register at various state and welfare offices, and agencies that serve people with disabilities.

Registration forms ask for your name, address, age, and often your party preference. You may register as a member of a political party or as an unaffiliated voter. If you register as a Democrat or a Republican, you may vote in primary elections in which you choose candidates for the general election.

To register, first-time voters must show proof of citizenship, address, and age using a driver’s license or birth certificate. Voters are then assigned to an election district.

Reading Check Identifying What requirements must you meet to qualify to vote?

Steps in Voting

Main Idea Voting is a basic political right of all U.S. citizens who meet certain qualifications set by law.

Civics & You Once you take the initiative to vote, there is a process you must follow in order to cast your ballot.

Once the campaign is over, it is up to the voters to decide who will win or lose. On Election Day, voters go to the polling place in their precincts to cast their votes. A **polling place** is the location where voting is carried out, and a **precinct** is a voting district. Polling places are usually set up in town halls, schools, fire stations, community centers, and other public buildings.

Writing Support

Expository Writing Have students write a list of instructions for first-time voters on how to register to vote. Remind them to include optional ways to register and what first-time voters will need to prove they are qualified to vote. *(They may register by mail, at state offices and agencies, or on renewing a driver’s license. Some states allow voters to register on the Internet. They will need to show a driver’s license or birth certificate as proof of age and citizenship.)* **BL**

American Biography

Answer: Carrie Catt founded the League of Women Voters to prepare women for “political independence.”

Reading Check Answer: You must be a U.S. citizen, at least 18 years old, a resident of a state for a specified period, not a convicted felon or legally insane, and registered to vote.

Differentiated Instruction

Biography Activity 10, URB pp. 45–46

Esther Hobart Morris (1854–1902)

Esther Hobart Morris learned at an early age the struggle for independence. By the time she was 10, she had lost her father and had to work hard to support herself. This New York state became an apprentice to a seamstress and would go on to open a successful business of her own, clothing and selling hats.

Morris married in 1881 and had a child a year later, but she would again lose her husband just four years after their marriage. Morris was once again on her own.

An Independent Woman

Morris moved to Illinois to take control of land owned by her late husband. She encountered difficulty when she learned that Illinois did not allow women to own real estate property. She would not let this obstacle stand in the way with which Morris would become most identified: women’s rights.

It was in Illinois that Morris met and married John Morris, a wealthy merchant. The two lived in Illinois for more than twenty years, having two children. When John died, Morris was left to a career among the nation’s gold mines. The Morris family moved west to Wyoming Territory.

Life in Wyoming

While her husband mined for gold and kept a mine in South Pass City, Esther Hobart Morris began to make a name for herself. Although she had been politically active in the past, taking part in the antislavery movement while

living in New York, her experience in attempting to control her late husband’s property in Illinois had made her acutely aware of the need for women’s rights. Morris is said to have encouraged her friend William F. Bright to introduce a bill in support of women suffrage into the Wyoming territorial legislature. The motion passed in 1890 and was signed into law by territorial governor John Campbell. Wyoming’s women became the first in the nation to achieve voting rights.

The bill also gave women the right to hold office in the territory, another milestone for women in the United States. By 1890, Morris was appointed justice of the peace for South Pass. The appointment was extremely significant. Morris became the first woman in U.S. history to hold a judicial office.

Esther Hobart Morris

- Objective:** To identify Morris’ contributions to the women’s rights movement
- Focus:** Have students identify Morris’ role in the woman suffrage movement.
- Teach:** Discuss how life in the territories differed from life in the states.
- Assess:** List the important events and accomplishments in Morris’s life.
- Close:** Write a paragraph summarizing Morris’s importance in the history of voting rights for women.

Differentiated Instruction Strategies

- BL** Give one reason Morris became aware of the need for women’s voting rights.
- AL** What qualities do you think Morris had that caused her to be appointed to a judicial position?
- ELL** Name one important thing Morris did to help women get the right to vote.

C₁ Critical Thinking

Making Inferences Ask: What should you bring with you to the polling place in case your signature is challenged? (Answers may include bringing your driver's license or birth certificate as proof of your identification.) **OL**

C₂ Critical Thinking

Drawing Conclusions Ask students to think about the present system that leaves the choice of election methods to the states. Then have them write a short paragraph about whether or not states should have this right. (Students' opinions should be backed up by specific reasons or examples.) **AL**

Caption Answer:

because African Americans were still being prevented from voting



The Right to Vote African Americans rallied to be allowed to vote in 1965 in Montgomery, Alabama. Led by Dr. Martin Luther King, Jr., they faced a line of police officers barring their way. **Explaining** Why did it require protests to allow African Americans to vote?

At the Polls

Polling places are generally open from early morning until 7 or 8 P.M. When you first arrive, you can study a sample ballot posted near the entrance. A **ballot** is the list of candidates on which you cast your vote. Once inside, you write your name and address and sign an application form at the clerk's table. The clerk reads your name aloud and passes the form to a challenger's table.

A challenger—there are challengers representing each party—looks up your registration form and compares the signature on it with the signature on your application. If the two do not appear to match, the challenger may ask you for additional identification. When the challenger is convinced that you are eligible to vote, he or she initials the application form and returns it to you.

Casting Your Vote

You then go to the voting booth where you hand the application form to an election judge. Judges oversee the operation of the

voting booths, ensuring that everyone votes in secret and helping voters who are physically challenged, elderly, or unable to read.

Types of Voting Machines

You will cast your ballot by using a voting machine. The two most common types are the punch-card machine and the lever machine. Because election methods are left to the states, the kinds of voting machines used vary widely. Whatever machine you use, you will usually have a ballot with the candidates' names listed according to their political party and the office they are seeking.

"Butterfly Ballot" It is always important to read the ballot carefully. In the 2000 presidential election, many voters in Florida were confused by the "butterfly ballot," a paper ballot in which opposing candidates were listed across from each other instead of vertically. The 2000 election in Florida also proved that some machines were more reliable than others.

Differentiated Instruction

296 Chapter 10

Leveled Activities

BL Academic Vocabulary Activity 10, URB p. 43

OL Biography Activity 10, URB, p. 45

AL Crit. Thinking Activity 10, URB pp. 51–52

ELL Content Vocabulary Activity 10, URB p. 41

Punch-Card Ballots Punch-card ballots, in which voters punched a hole next to the name of a candidate, were run through machines and misread much more often than computerized, scanned ballots. Since the 2000 election, many states are converting to upgraded voting machines.

The Secret Ballot

All types of voting machines allow voters to cast a secret ballot. We recognize the secret ballot as a protection of our right to make our electoral choices unhindered and without fear. Some machines also allow voters to vote for a straight ticket, which means voting for all the candidates in one political party. If you choose some candidates from one party and some from another, you are voting a split ticket. You may even decide to cast a write-in vote by writing in the name of someone who is not on the ballot.

Absentee Voting

Citizens who cannot get to the polls on Election Day can vote by **absentee ballot**. People who know they will be out of town that day, those who are too sick to get to the polls, and military personnel serving away from home often use absentee ballots. Voters must request an absentee ballot from their local election board sometime before Election Day. They mark this ballot and return it to the election board. On Election Day, or shortly thereafter, election officials open and count the absentee ballots.

Counting the Vote

When the polls close, election workers count the votes at the polling place and take the ballots and the results—called **returns**—to the election board. The board then collects

and counts the returns for the entire city or county. If the voting machines are not computerized, gathering all the returns and tallying the results can take several hours or longer. Then the board sends the returns to the state canvassing authority. A few days after the election, the state canvassing authority certifies the election of the winner.

In a major election, the news media and party workers try to predict winners as soon as possible. One way they do this is to ask a sample of voters leaving selected polling places how they voted. This is known as an **exit poll**. Through exit polling, specialists can often predict the winners long before all the votes have been officially counted.

The Media and Elections

Major television networks always **devote**, or dedicate, the entire evening to covering the vote during presidential elections. They use computerized predictions based on the past voting history of key precincts. Through this process, the media “call” winners of Senate, House, and governors’ seats, as well as the electoral vote in the race for president.

In some cases the networks make these calls with as little as 10 percent of the vote counted. Their projections are usually correct, but some of the major networks were embarrassed by an early and incorrect call on the presidential vote in the 2000 election in the decisive state of Florida.

Some political commentators have criticized these early projections. The predictions usually come when millions of Americans in the Western time zones have yet to vote and the polls there are still open. These observers charge that such early projections may persuade great numbers of West Coast voters not to bother going out to vote. This not only reduces overall voter turnout but also may affect the outcome of local, state, and congressional elections.

W₁ Writing Support

Expository Writing Have students write a list of what happens to voters’ ballots once the polls close. Remind them to number the steps and to list them in order. **BL**

W₂ Writing Support

Persuasive Writing Ask students to take a position on whether to allow the media to make early election predictions. Then have them write several paragraphs in support of their view. Remind them to include details and examples in support of their arguments. (*Student paragraphs should be persuasive, take only one point of view, and include supporting details or examples.*) **AL**

Civics ONLINE

Objectives and answers to the **Student Web Activity** can be found at glencoe.com under the Web Activity Lesson Plan for this chapter.

✓ Reading Check **Answer:** When you vote a split ticket, you vote for candidates from more than one political party for different offices.

Civics ONLINE

Student Web Activity Visit glencoe.com and complete the Chapter 10 Web Activity.

✓ Reading Check **Explaining** What does it mean to vote a split ticket?

Activity: Collaborative Learning

Understanding Question-Answer Relationships **Ask:** *What questions might people in our community have about voting?* Brainstorm questions, such as: Where are the polling places? How do I use the voting machine? How do I cast my vote?

Organize students into groups. Each group will decide on a question and research its answer by using both the Internet and local

resources. They will then make a question-and-answer poster to summarize what they have learned.

Encourage ELL students to review their group’s rough draft and to suggest changes for confusing words. The group might decide to make a second version of their poster in Spanish or another language. **OL**

Additional Support

Teacher Tip

Through this activity, students with different skills and abilities can work together. Each group will need students to research, write, and illustrate. In addition, ELL students could check students’ writing for words that might be unclear to English Language Learners.

D Differentiated Instruction

Intrapersonal Ask students to ask themselves how well informed they are. Do they know what the public issues are and have opinions about them? If there is an election in the near future, do they know who the candidates are and for what they stand? Suggest that they write a few sentences for their eyes alone. They should rate themselves on their knowledge of public issues and candidates and cite at least one thing they can do to stay informed. **OL**

R Reading Strategy

Summarizing Pair students and have them write one paragraph summarizing why it is important for citizens in a democracy to stay informed. **OL**

TIME Political Cartoons

Answers:

1. members of the armed services who sacrificed their lives to protect the rights of U.S. citizens
2. Answers may vary. Students might say that the cartoonist disapproves of the man and his attitude.
3. Answers may include the opinion that the cartoonist is hoping to inspire people to get out and vote.

Additional Support

Why Your Vote Matters

Main Idea Through our vote, we directly participate in governing.

Civics & You Each person's vote counts. If you doubt it, think about how many elections have been decided by just a few votes.

Registering is only one part of getting ready to vote. It is equally important to prepare to vote. It is important to stay informed about candidates and public issues. Newspapers, TV, radio, newsmagazines, and the Internet carry useful information. Other good sources include the Voters' Information Bulletin, published by the League of Women Voters; literature distributed by each political party; and information published by interest groups, such as the American Conservative Union or the AFL-CIO Committee on Political Education.

Preparing to Vote As you read about candidates and the issues they support, read carefully to separate facts from opinions. Everyone has different reasons for supporting particular candidates. As you read about various candidates, answer the following questions to help you decide whom to support with your vote:

- Does the candidate stand for the things I think are important?
- Is the candidate reliable and honest?
- Does the candidate have relevant past experience?
- Will the candidate be effective in office?
- Does the candidate have a real chance of winning? Sometimes Americans vote for candidates, even though they do not have a real chance of winning the election, because they wish to show their support for a certain point of view.



In this cartoon, Mike Thompson is making a statement about patriotism and sacrifice.

1. What do the tombstones stand for?
2. How do you think the cartoonist views the man in the upper-left section of the image?
3. What action does Thompson hope to inspire with this cartoon?

Did You Know?

Presidential Election Facts:

- George Washington was unanimously elected in 1789.
- In 1848 Wisconsin gave aliens the right to vote if they had resided there one year and if they intended to become citizens.
- The first literacy test for voting was adopted by Connecticut in 1855.
- In 1878 an act for the amendment giving women the right to vote was introduced into Congress. It took Congress 42 years to adopt and ratify it.
- In the presidential election of 1960, Nixon received 49.5 percent of the popular vote; Kennedy received 49.7 percent—only two-tenths of a percent more.
- The Nixon-Kennedy debates for the 1960 election were the first presidential debates to be broadcast on television.

All the people who are eligible to vote are called the **electorate**. Each person's vote counts. If you doubt it, consider this. The 2000 presidential election was decided by about 500 votes in the state of Florida. In the 2006 mid-term elections, which party took control of Congress was decided by a few thousand votes.

Why Some People Do Not Vote

Despite the fact that voting gives Americans a chance to participate in their government, not everyone in votes. Some citizens do not vote because they do not meet state voting requirements, or they have not reregistered after changing residences. Others do not think that any of the candidates represent their feelings on issues, or they think that their vote will not make a difference. Another reason is **apathy**, or lack of interest. Even among those who are registered to vote, many fail to do so.

Why Some People Do Vote

The citizens who do vote share some characteristics. These citizens generally have positive attitudes toward government and citizenship. Usually the more education a citizen has, the more likely it is that he or she will be a regular voter. Middle-aged citizens have the highest voting turnout rate of all age groups. The higher a person's income, the more likely he or she is to vote.

Reasons for Voting There are important reasons to exercise your right to vote. Voting gives citizens a chance to choose their government leaders. It gives them an opportunity to voice their opinions on past performances of public officials. If voters are dissatisfied, they can elect new leaders. Voting also allows citizens to express their opinions on public issues.

Reading Check Summarizing What are two important reasons to exercise your right to vote?

D Differentiated Instruction

Auditory Have students note the reasons given for people not voting and the reasons voting is important. Call on volunteers to state one of these reasons, from the "I" point of view: Examples: **(1)** *I do not vote because I do not meet state voting requirement.* **(2)** *I vote because voting gives me a chance to choose my government leaders.* **OL**

Reading Check Answer: to choose government leaders; to show satisfaction or dissatisfaction with the performances of public officials; to express opinions on issues

Assess

Civics ONLINE Study Central™ provides summaries, interactive games, and online graphic organizers to help students review content.

Close

Personal Writing Have students write a paragraph, poem, or journal entry on what the right to vote means to them. **BL**

Section Review 1

Vocabulary

- Write** a true statement and a false statement for each term below. For each false statement explain why it is false. *polling place, precinct, ballot, absentee ballot, returns, exit poll, electorate, and apathy.*

Main Ideas

- Identifying** In the early days of our nation, what was the only group of people eligible to vote?
- Explaining** Why is the secret ballot important?
- Identify** three reasons that some citizens do not exercise their right to vote.

Critical Thinking

- Drawing Conclusions** Do you think the federal government should prohibit exit polls during presidential elections? Why or why not?
- BIG Ideas** On a graphic organizer like the one below, identify four different places a citizen may register to vote.



- Making Inferences** American statesman John Jay (1745–1829) said, "The people who own the country ought to govern it." Would Jay have supported or opposed the extension of voting rights? Explain.

CITIZENSHIP Activity

- Creating** Voter apathy is an issue in the United States today. Draw a political cartoon that depicts a reason people give for not voting.



Study Central™ To review this section, go to glencoe.com.

Answers

- Sentences should use vocabulary words according to their definitions in the section and in the Glossary.
- Only white, adult, male property owners were permitted to vote.
- The secret ballot allows us to vote without fear.
- Answers may include the following: They do not meet state voting requirements. They
- have not registered after changing addresses. They think their vote will not make a difference. They lack interest.
- Answers will vary, but students must back up their opinions with reasons or examples.
- county offices; public libraries; high schools; through the mail
- Answers will vary. Students should conclude that John Jay believed voters should be

property owners and therefore would have been opposed to most extensions of voting rights.

- Cartoons should be based on one of the reasons given in the text.

Focus



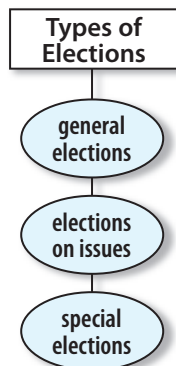
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Daily Focus Transparency 10-2



Guide to Reading

Answers to Graphic:



Section Spotlight Video

To learn more about election campaigns, have students watch the Section Spotlight Video for this section.

Resource Manager

Guide to Reading

Big Idea

A successful democracy is built on an informed electorate.

Content Vocabulary

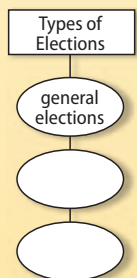
- Electoral College (p. 301)
- initiative (p. 301)
- proposition (p. 301)
- referendum (p. 301)
- recall (p. 301)
- elector (p. 303)
- winner-take-all system (p. 303)

Academic Vocabulary

- issue (p. 301)
- odd (p. 301)

Reading Strategy

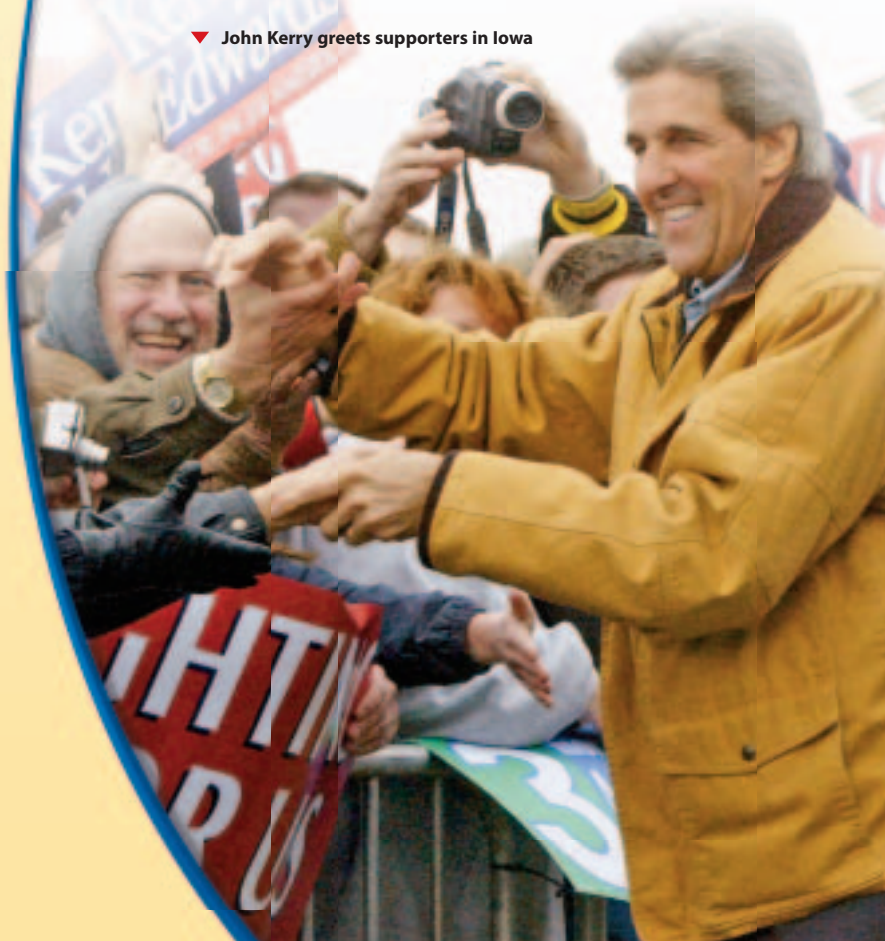
Organizing As you read this section, complete a graphic organizer like the one below by listing the features of three types of elections.



Election Campaigns

Real World Civics Candidates on the campaign trail face long days, trip delays, cold food, uncomfortable sleeping conditions and lots of handshaking. John Kerry ran for president in 2004, but his campaign really began in 2001 when he suggested he was considering a run for the White House. By the time the primaries began in January 2004, Kerry was campaigning for the Democratic nomination.

▼ John Kerry greets supporters in Iowa



R Reading Strategies	C Critical Thinking	D Differentiated Instruction	W Writing Support	S Skill Practice
Teacher Edition <ul style="list-style-type: none"> Taking Notes, p. 301 Sequencing Info., p. 301 Additional Resources <ul style="list-style-type: none"> Cont. Vocab., URB p. 41 Ac. Voc., URB p. 43 Guid. Read., URB p. 62 Foldables, p. 69 	Teacher Edition <ul style="list-style-type: none"> Making Inferences, p. 302 Additional Resources <ul style="list-style-type: none"> Cit./Dec. Making Act., URB p. 3 Graphic Novel, p. 29 	Teacher Edition <ul style="list-style-type: none"> English Learners, p. 302 Additional Resources <ul style="list-style-type: none"> School-to-Home Act., URB p. 57 Reteach. Act., URB p. 59 	Teacher Edition <ul style="list-style-type: none"> Expository Writing, p. 303 	Teacher Edition <ul style="list-style-type: none"> Reading a Graph, p. 303 Additional Resources <ul style="list-style-type: none"> Chart/Graph/Map Skills, URB p. 53 Daily Focus Trans., 10-2

Types of Elections

Main Idea There are different types of elections in the United States political system.

Civics & You Americans have been voting since the earliest colonial governments. As you read, identify the differences among the different types of elections.

The **Electoral College** is part of the process that Americans use to select their president. Americans also vote in many other elections. There are about half a million elected officials in the United States. In addition, Americans have many opportunities to vote on **issues**, or topics of concern, as well as candidates. Besides primary elections, there are three other types of elections in the United States: general elections, elections on issues, and special elections.

General Elections

Under the United States political system, every election is a two-part process. The first part is the nomination of candidates in a primary election. Primary races help to narrow the field of candidates. Then, in a general election, the voters choose candidates for various offices. General elections always take place on the first Tuesday after the first Monday in November. All seats in the U.S. House of Representatives and about one-third of the seats in the Senate are at stake in general elections every even-numbered year.

Presidential elections occur every four years. In these elections the ballot often includes candidates for governor, the state legislature, county government, and local offices. In some states, however, elections for mayor and other city offices take place in **odd-numbered**, or uneven, years.

For all races except the presidential race, the candidate who wins most of the popular vote is elected to office. If an election is very close, the loser has the right to demand

a recount of the votes. Occasionally, a disputed election cannot be resolved through a recount and another election must be held. In the case of a national election, a dispute may be referred to Congress for settlement. If it is a presidential election and neither candidate wins a majority of electoral votes, the House of Representatives elects the president. This happened in the elections of 1800 and 1824.

Voting on Issues

In some elections at the state or local level, voters may decide on issues as well as candidates. The **initiative**, for example, is a way that citizens can propose new laws or state constitutional amendments. Citizens who want a new law gather signatures of qualified voters on a petition. If enough people sign the petition, the proposed law, or **proposition**, is put on the ballot at the next general election.

The **referendum** is a way for citizens to approve or reject a state or local law. Citizens in more than half the states have the right to petition to have a law referred, or sent back, to the voters for their approval at the next general election.

Special Elections

From time to time, state or local governments also hold certain kinds of special elections. Runoff elections may be held when none of the candidates for a particular office wins a majority of the vote in the general election. The runoff is held to determine the winner.

The **recall** is another type of special election. In a recall, citizens in some states can vote to remove a public official from office. Like the initiative, the recall starts with a petition. Voters may recall an official because they do not like his or her position on issues or because the official has been charged with wrongdoing.

Reading Check **Comparing** What is the difference between an initiative and a referendum?

Teach

R1 Reading Strategy

Taking Notes Help students take notes for this page. Have students read the introductory paragraph. **Ask:** *What information does it give about the topic, Types of Elections? (The types are primary elections, general elections, elections on issues, and special elections.)* Demonstrate how to record that information in a modified outline form (omitting Roman numerals and letters). Continue in the same way for the rest of the page. **OL**

R2 Reading Strategy

Sequencing Information Have students reread the first paragraph under Voting on Issues. **Ask:** *If citizens want to propose a new law, how do they go about getting it on the ballot? (First they gather signatures of qualified voters on a petition for the new law. The signatures are then counted. If there are enough signatures, the law is put on the ballot in the next general election.)* **BL**

Reading Check **Answer:** An initiative proposes new laws; a referendum is a way to get rid of existing law.

Differentiated Instruction

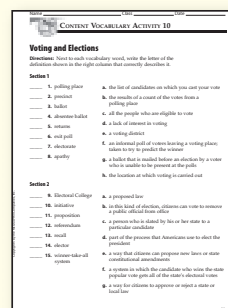
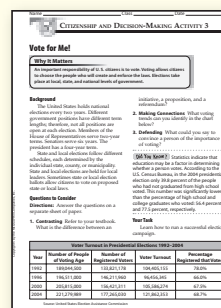
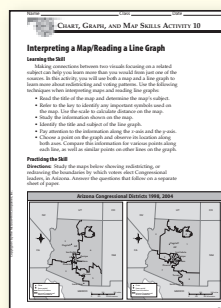
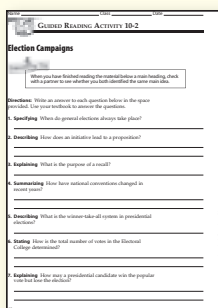
Leveled Activities

BL Guided Reading Activities 10-2, URB p. 62

OL Chart/Graph/Map Activity 10, URB pp. 53-54

AL Citizenship/Decision-Making Activity 3, URB p. 3

ELL Content Vocabulary 10, URB pp. 41-42



D Differentiated Instruction

English Learners Check on students' understanding of figurative language used in the text. Ask them what each of these expressions means. Provide explanations as needed: "behind-the-scenes negotiations"; "rounded up support"; "wrapped up the nomination"; "kick off the campaign"; "campaigns in full swing." **ELL**

C Critical Thinking

Making Inferences Lead students in a discussion about how political parties and candidates use TV to convince voters. Have them consider whether the presence of TV cameras means that a candidate's appearance and manner can help decide an election. **AL**

TIME Teens in Action

Answer:

Student answers might suggest that Sam became involved in Kids Voting USA because he was committed to their goals and believed that the group could help him make a difference.

Differentiated Instruction

CITIZENSHIP AND DECISION-MAKING ACTIVITY 3

Vote for Me!

Why to Matter

The fundamental responsibility of U.S. citizens is to vote. Voting allows citizens to choose the people who will create and enforce the laws. Decisions take place at local, state, and national levels of government.

Background

The United States holds national elections every two years. Different government positions have different terms lengths. Senators, not all positions are up for election. Members of the House of Representatives serve two-year terms. Senators serve six years. The president has a four-year term.

State and local elections follow different schedules, each determined by the individual state, county, or municipality. Some local elections are held on the same day as the national elections. Some states or local elections hold elections to vote on proposed state or local laws.

Questions to Consider

Directions: Answer the questions on a separate sheet of paper.

1. Connecting Refer to your textbook. What is the difference between an initiative, a proposition, and a referendum?

2. Making Connections What voting trends can you identify in the chart below?

3. Defending What could you say to convince a person of the importance of voting?

ELL Tip (ELL)

Students indicate that education may be a factor in determining whether a person votes. According to the U.S. Census Bureau, in the 2004 presidential election only 58 percent of the people who had graduated from high school and college graduates who voted 58.4 percent and 77.7 percent, respectively.

Your Task

Learn how to run a successful election campaign.

Year	Number of People of Voting Age	Number of Registered Voters	Percentage Registered that Voted
1992	244,044,500	118,601,776	48.6%
1996	235,111,000	102,217,000	43.5%
2000	221,871,000	106,401,311	47.9%
2004	221,279,000	107,280,000	48.5%

Citizenship and Decision-Making Activity 3, URB pp. 3-4

TIME Teens in Action

Kids Voting USA

One vote can make a difference—and Sam Hay, 18, of Charlotte, North Carolina, is spreading the word!

QUESTION: What is Kids Voting USA?

ANSWER: It's a group that teaches kids about citizenship and voting through classroom activities—and by asking them to go to the polls with their parents on Election Day. I'm on the Student Advisory Board of the group.

Q: Why is it so important to vote?

A: Many people think their vote doesn't matter, but it does. There have been elections where the winner has been decided by only a few votes. By taking part in our democracy you show our leaders what you think.

Q: How does getting kids involved in voting and politics affect parents?

A: Conversations at the dinner table may become more political if a child takes part in Kids Voting. To keep up, parents may follow politics closer.



Q: How many kids do you reach?

A: Thousands in 27 states and the District of Columbia. The program reaches out to

every student because voter apathy stretches across all ethnic and socioeconomic boundaries.

Making a Difference

Why do you think Sam decided to become involved in Kids Voting USA?

Presidential Elections

Main Idea Presidential elections have three major steps: (1) nomination of candidates, (2) the campaign, and (3) the vote.

Civics & You As you read, ask yourself: What issues are important for a candidate to address?

Candidates for president begin organizing their campaigns long before the election. In the past, both major parties held national conventions in the summer of the election year to choose their candidates. Delegates came to these conventions from each state, the District of Columbia, and U.S. territories.

These conventions were dramatic events full of behind-the-scenes negotiations. Backers of various candidates would move around the convention floor, promising future political favors to state delegations in hopes of stealing their votes away from a rival. The political dealings would be interrupted for suspenseful and colorful state-by-state roll-call votes to see if any contender had rounded up enough support to win the nomination.

In recent years, however, the conventions have lost their main purpose—choosing the nominee. So much campaigning now goes on in the primary elections that by convention time one contender has already wrapped up the nomination. The parties use the conventions mainly to kick off the campaign and to rally party members across the country for the work ahead.

Campaigns

Presidential campaigns are usually in full swing by early September. Candidates travel across the country giving speeches, appearing on TV, and holding news conferences—even though there is seldom any real news to announce.

Vote for Me!

- Objective:** To gain an understanding of how an election campaign is run
- Focus:** Students analyze how a political campaign presents a candidate.
- Teach:** Discuss the persuasive techniques listed in the chart on page 4.
- Assess:** Check for students' use of persuasive techniques in their campaign advertisements.
- Close:** Create a chart of persuasive techniques.

Differentiated Instruction Strategies

- BL** Give two reasons a person might choose to vote for a particular candidate.
- AL** Write a summary of the steps involved in running an election campaign.
- ELL** Write an advertising slogan that uses one of the techniques in the chart on page 4.

Candidates may face their opponents in televised debates. They meet with state and local political leaders, and they give pep talks to lower-level members of the party who are working for them.

Electoral Votes and the States

For all races except the presidential race, the candidate who wins a majority of the popular vote—votes cast directly by the people—is elected to office. In a presidential race, the voters are actually electing people called **electors**, who hold electoral votes and are part of the Electoral College system.

In every state, a slate, or list, of electors is pledged to each candidate. The purpose of the popular vote in each state is to choose one of these slates of electors. The candidate

who wins the popular vote in a state usually receives all of the state's electoral votes. This is called the **winner-take-all system**.

The winning electors meet in their state capitals in December to cast the state's electoral votes for president and vice president. The electors send their votes to Congress, which counts them. Because every state has one elector for each of its U.S. senators and representatives, the total number of votes in the Electoral College is 538. (Washington, D.C., has three electoral votes.) The candidate who receives a majority of these votes—270 or more—wins the election.

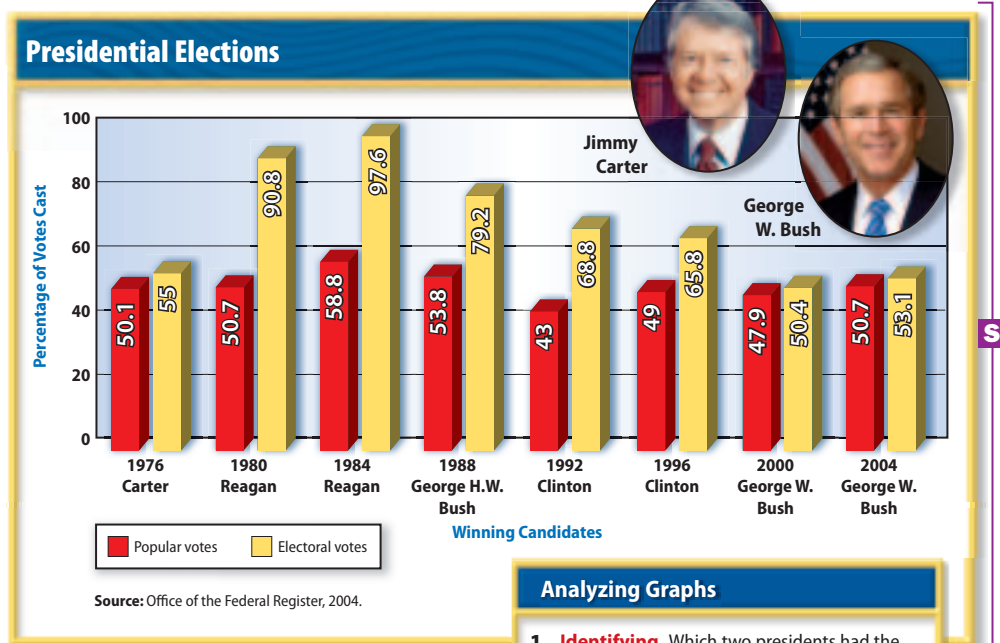
Article II, Section 1, established the Electoral College. It was a compromise measure. Some of the Framers wanted the American people to have direct control over the new national government.

W Writing Support

Expository Writing Have students increase their understanding by writing an explanation of the Electoral College system, when it is used, and how it works. (Answers will vary but should explain that the system is used in presidential races and that voters vote for electors who, in turn, are pledged to vote for a certain candidate.) **OL**

S Skill Practice

Reading a Graph Ask: What does the graph compare? (popular versus electoral votes for winners of presidential elections, 1976–2004) What do the horizontal lines on the graph represent? (percentage of the vote, with each line representing 20 percent more than the line below it) In what two years were the popular and electoral votes most nearly equal? (the years 2000 and 2004) **OL**



Analyzing Graphs

- Identifying** Which two presidents had the lowest percentage of popular votes?
- Analyzing** What do the vote totals for the 1980 and 1984 presidential elections say about Reagan's voter support?

Analyzing Graphs

Answers:

- Clinton and George W. Bush
- Reagan's voter support was exceptionally high. He won over 90 percent of the popular vote in both elections.

Hands-On Chapter Project Step 2

Running an Election Campaign

Step 2: Planning the Campaign Groups will plan the campaign and make a campaign poster for the candidate they developed in Step 1.

Directions Ask the groups to brainstorm ways to promote their candidates. Suggest that they develop campaign slogans to help

voters remember their candidates. The group members might like to write a campaign song.

When the groups have developed a strategy and slogan, distribute poster-making supplies, and have each group make a campaign poster for its candidate.

Summarizing Ask groups to display their posters. **OL**

(Project continued in Section 3)



Reading Check **Answer:** electors who hold electoral votes and are part of the Electoral College

Assess



Study Central™ provides summaries, interactive games, and online graphic organizers to help students review content.

Close

Summarizing Ask: How does a potential candidate become a party's presidential nominee and win the election? (Answers should include these steps: A group within the party begins a campaign before the national convention. The candidate wins the nomination in the convention and is put on the ballot, and the campaign kicks off. The candidate wins the majority of electoral votes in the general presidential election and is elected.) **OL**

Section 2 Review

Others strongly believed that the government must be able to function without having to give in to popular whims. The first group demanded a direct popular election of the president. Their opponents pushed to have Congress name the president. The compromise was to have the legislatures in each state choose presidential electors. Today, the voters in each state directly choose the electors.

Electoral College Issues

Some people think that the Electoral College should be changed or eliminated. They charge that large states—such as California and Texas, which have many more electoral votes than smaller states—have too much influence in deciding the election. One candidate might win five or six small states and yet not receive as many electoral votes as the candidate who wins just one large state.

If a candidate wins the largest number of popular votes in a state, that person receives all the state's electoral votes. Under the winner-take-all system, a candidate who loses the popular vote can still win the electoral vote and the presidency. This has happened four times in our nation's history, most recently in 2000. The winner-take-all system also makes it extremely difficult for third-party candidates to be represented in the electoral vote.

Ideas for Reform There have been several suggestions for reform. Under one plan, electoral votes would be based on the percentage of the popular vote. If a candidate won 54 percent of a state's popular vote, for example, he or she would also get 54 percent of the electoral votes. Any change in the Electoral College system requires a constitutional amendment.

Reading Check Inferring When you vote for the U.S. president, for whom are you actually voting?

Section 2 Review

Vocabulary

- Write** a paragraph that summarizes the key points of this section. Use all of the following terms: Electoral College, initiative, proposition, referendum, recall, elector, winner-take-all system.

Main Ideas

- Explaining** Why have national political conventions lost the main purpose of choosing nominees?

- Summarizing** How is the total of 538 Electoral College votes determined? What is the purpose of the popular vote in the Electoral College system?

Critical Thinking

- Explaining** What is a recall election? Describe the process.
- BIG Idea** List and explain the steps involved in presidential elections by completing a graphic organizer like the one below.



- Making Generalizations** The right to vote belongs to every United States citizen. In your opinion, what do citizens forfeit if they do not exercise their right to vote?

Activity

- Persuasive Writing** Should the Electoral College be kept, abolished, or reformed in some way? State your views in a letter to the editor of your local newspaper.



Study Central™ To review this section, go to glencoe.com.

Answers

- Definitions for the vocabulary words are found in the section and in the Glossary.
- Because a large amount of campaigning is done in the primaries, the parties' presidential nominations are often clear before the convention.
- Each state has one vote for each of its senators and representatives. Washington, D.C., has three votes. The popular vote determines which group of electors pledged to a

candidate will win that state's electoral votes.

- A recall election is held to vote on removing a local or state official from office. A petition is circulated. If it has enough signatures, a special recall election is held.
- Step 1:** Nomination of candidates
Step 2: National campaign
Step 3: Winning the electoral votes

- Opinions will vary. Students should give reasons for their opinions.
- The letters should be persuasive in tone, argue only one side of the issue, and include reasons or examples.

Guide to Reading

Big Idea

A successful democracy is built on an informed electorate.

Content Vocabulary

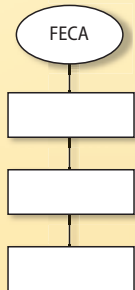
- propaganda (p. 307)
- political action committee (PAC) (p. 308)
- soft money (p. 308)
- incumbent (p. 309)

Academic Vocabulary

- image (p. 307)
- fee (p. 307)

Reading Strategy

Explaining Use a graphic organizer like the one below to explain the main part of the Federal Election Campaign Act (FECA).

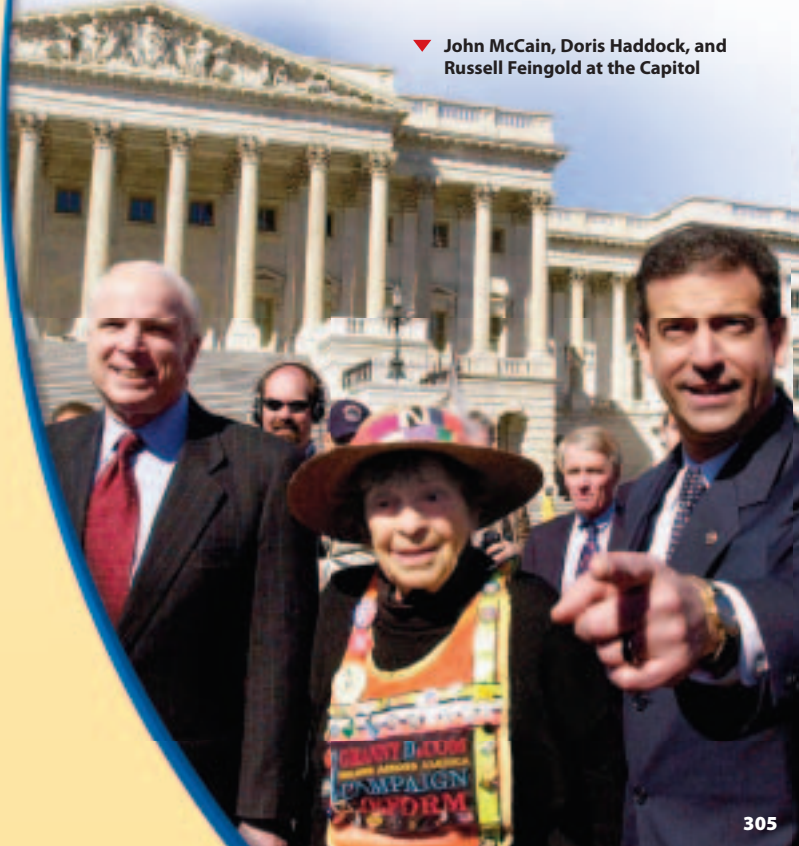


Section 3

Paying for Election Campaigns

Real World Civics Citizens take action when they believe in an issue. Doris “Granny D” Haddock, 91, walked across the country to register voters and to protest the use of corporate money in political campaigns. Ms. Haddock, like many Americans, was concerned that within the current system only the rich can run for office. Inspired by Haddock and others, Senators Russell Feingold and John McCain teamed up in 2001 to present to Congress the McCain-Feingold bill to limit the money spent on campaigns. Although it passed, the 2004 presidential election cost nearly a billion dollars.

▼ John McCain, Doris Haddock, and Russell Feingold at the Capitol

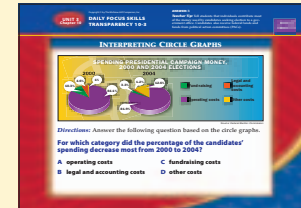


Focus



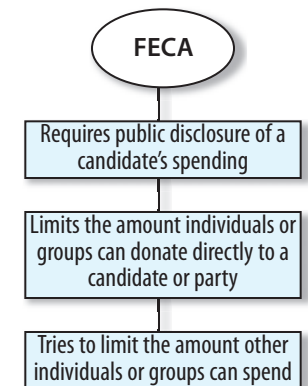
Bellringer

Daily Focus Transparency 10–3



Guide to Reading

Answers to Graphic:



Section Spotlight Video

To learn more about paying for election campaigns, have students watch the Section Spotlight Video for this section.

Resource Manager

R Reading Strategies	C Critical Thinking	D Differentiated Instruction	W Writing Support	S Skill Practice
Teacher Edition <ul style="list-style-type: none"> Identifying, p. 308 Inferring, p. 309 Additional Resources <ul style="list-style-type: none"> Cont. Vocab., URB p. 42 Acad. Vocab., URB p. 43 Guid. Read., URB p. 63 	Teacher Edition <ul style="list-style-type: none"> Contrasting, p. 306 Assessing, p. 306 Contrasting, p. 308 Drawing Con., p. 309 Additional Resources <ul style="list-style-type: none"> Critical Thinking, URB p. 51 	Teacher Edition <ul style="list-style-type: none"> Gifted/Talented, p. 306 Additional Resources <ul style="list-style-type: none"> Diff. Instr. Act., URB p. 55 School-to-Home Act., URB p. 57 	Teacher Edition <ul style="list-style-type: none"> Persuasive Writing, p. 310 Additional Resources <ul style="list-style-type: none"> Writing Skills Activity, URB p. 47 	Teacher Edition <ul style="list-style-type: none"> Predicting Consequences, pp. 307, 308 Additional Resources <ul style="list-style-type: none"> Economics Activity, URB p. 5 Chart, Graph, and Map Skills, URB p. 53 Daily Focus Trans., 10–3

C Critical Thinking

Contrasting Ask: How do the methods for soliciting votes differ in local elections and presidential elections? (In local elections, candidates may solicit votes personally. In presidential elections, candidates primarily solicit votes through the media.) **OL**

D Differentiated Instruction

Gifted and Talented Have pairs of students improvise a meeting between a local candidate who is soliciting votes to become mayor and a citizen whose vote is being solicited. Then have them reverse roles and reenact the encounter. Before they begin, suggest that “candidates” decide how to introduce themselves and what they will say about their positions on an issue. “Citizens” might consider what attitude they will assume towards the candidate—receptive, argumentative, indifferent. **AL**

Caption Answer:

Candidates for both local and national offices must make their positions on issues known to voters and must convince voters to like and trust them. Local candidates contact voters directly, whereas national candidates rely on the mass media.

Additional Support

Running for Office

Main Idea Running for public office is the first step in the election process.

Civics & You Would you run for public office if given the chance? As you read, ask yourself: What are the reasons an individual runs for public office?

Americans spend more than \$3 billion on national, state, and local elections every four-year period. Former House Speaker Tip O’Neill once said, “There are four parts to any campaign. The candidate, the issues . . . , the campaign organization, and the money. Without money you can forget the other three.”

It takes a great deal of money to run a successful campaign for a major office today. Once candidates are nominated, they spend weeks and even months campaigning.

The purpose of campaigns is to convince the public to vote for a particular candidate. Each campaign has a campaign organization. An organization for a local candidate may have only a few workers. Presidential campaigns, though, have thousands of workers.

Campaign workers must acquaint voters with the candidate’s name, face, and positions on issues, and convince voters to like and trust the candidate. Campaign workers use several techniques to accomplish their goals.

Canvassing

When candidates or campaign workers travel through neighborhoods asking for votes or taking public opinion polls, they are canvassing. At the local level, candidates often go door-to-door to solicit votes and hand out campaign literature. At the national level, campaign organizations conduct frequent polls to find out how their candidates are doing.

Endorsements

When a famous and popular person supports or campaigns for a candidate, it is an endorsement. The endorser may be a movie star, a famous athlete, a popular politician, or some other well-known individual. The idea behind endorsements is that if voters like the person making the endorsement, they may decide to vote for the candidate.

Running for Office Shepherd University student Frank Salzano campaigned and won election in 2006 to a seat on the Shepherdstown, West Virginia, town council.

Comparing In what ways are running for local office and running for national office similar and in what ways are they different?



Activity: Economics Connection

Assessing Ask students to list expense items that would be involved in running a campaign for mayor. Have them review the list and group the items into categories, such as printing, TV and radio advertising, office supplies, transportation, and so on. Ask them to assign the percentage of the campaign budget they would allot to each

one. Finally, have them convey those percentages visually in a pie chart or bar graph titled “Campaign Expenses.” Assure students that there are no “right” or “wrong” answers for this activity. It is what they learn from the process of identifying and assessing expenses that is important. **OL ELL**

S Skill Practice

Predicting Consequences **Ask:** How do you think the widespread use of the Internet might affect future political campaigns? Will it affect their cost? Their ability to reach voters? Their ability to get feedback from voters? (Opinions will vary, but students should supply reasons or examples to support their opinions. You might wish to point out that although Internet ads cost money, the cost of sending e-mails is minimal compared to the cost of postage.) **AL**

For additional practice on this skill (Predicting), see the **Skills Handbook**.

Caption Answer:

Answers will vary, but students may suggest that he gets funds from people and groups who help finance his campaign.

Reading Check **Answer:** to try to influence voters to choose them over other candidates

Differentiated Instruction

Differentiated Instruction Strategies

BL Tell why campaign funding reform was needed.

AL Explain how campaign financing was changed by the Campaign Reform Act of 2002.

ELL Tell how much you can give to a person's campaign fund and how much you can give to a political party.

Grass Roots Mayor Antonio Villaraigosa, the first Latino mayor of Los Angeles since 1872, has gained national attention for progress in his city. **Describing** **Where do popular candidates like Villaraigosa get funds for their campaigns?**

Endorsements are a kind of propaganda technique. **Propaganda** is an attempt to promote a particular person or idea. Candidates use propaganda techniques to try to persuade or influence voters to choose them over another candidate.

Advertising and Image Molding

Campaign workers spend much time and money to create the right **image**, or impression, for a candidate. Much of that money goes to advertising. Political advertisements allow a party to present only its candidate's position or point of view. They also enable a candidate to attack an opponent without offering an opportunity to respond.

Candidates for a local election may use newspaper advertisements or posters, while state and national candidates spend a great deal of money advertising on television. Why? Television ads can present quick and dramatic images of a candidate and his or her ideas. Such television images tend to stay in the viewer's mind.

Campaign Expenses

The sophisticated vote-getting techniques that candidates use have made campaigning very expensive. Television commercials are a very effective way to win votes, but they cost tens of thousands of dollars per minute. Other campaign costs include airfare and other transportation, salaries of campaign staff members, and **fees**, or payments, to professional campaign consultants, such as public opinion pollsters. There are also computer, telephone, postage, and printing costs.

A small-town mayoral race may cost only a few hundred or a few thousand dollars. A state legislative or congressional race may cost several hundred thousand dollars or more. In recent elections, spending for each seat in Congress has averaged about \$1.5 million. Some congressional candidates spent \$15 million or more. A presidential race can cost hundreds of millions of dollars.

Reading Check **Describing** What is the purpose of election propaganda?

Economics Activity 3

Campaign Finance

Political campaigns spend money in a variety of ways. These sources include an often heard on their general preferences. One way in which individuals might choose to spend their money is by making contributions to political candidates and campaigns.

Most of the money used to pay for campaign comes from private citizens. These sources can include citizens, corporations, interest groups, and political action committees. In recent years, however, the federal government has imposed major changes in the way political campaigns in the United States are financed.

The Bipartisan Campaign Reform Act of 2002 placed limits on the amount of money that people could donate to candidates and political parties each year. For instance, in 2002 and 2006, an individual citizen could contribute a maximum of \$2,000 to the campaign of a particular candidate. The maximum amount an individual could contribute to a national party was \$20,000.

One of the goals of the legislation was to force candidates and political parties to finance their campaigns by relying on smaller donations from a larger number of individuals and groups. Another goal was to reduce the influence over candidates and parties that donors could gain by making a large contribution.

The chart below shows how several candidates in the 2006 election financed their campaigns.

	George Allen Republican	James Webb Democrat	James Talent Republican	"Chris McCaffrey" Democrat
State Representative				
Individual Contributions	\$2,740,822	\$2,277,001	\$7,945,112	\$7,228,252
Corporate Contributions	\$2,723,089	\$347,400	\$3,077,041	\$683,231
Party Committees	\$18,500	\$45,200	\$23,000	\$51,700
Other	\$1,081,127	\$218,500	\$1,103,047	\$479,175
Total Receipts	\$13,882,799	\$6,087,801	\$12,488,240	\$18,139,819

Economics Activity 3,
URB pp. 5-6

Campaign Finance

Objective: To compare and contrast sources of campaign funding

Focus: Students contrast the sources of funds for candidates in 2006.

Teach: Review limits imposed by the Bipartisan Campaign Reform Act of 2002.

Assess: Have students write a paragraph about the Act of 2002 and its results.

Close: Make a two-column chart to summarize sources of funding before and after the Act of 2002.

C Critical Thinking

Contrasting Ask: What is the difference between “hard money” and “soft money”? (Hard money is money individuals or groups are permitted to donate directly to a candidate or a political party. Soft money is money donated to a political party for general purposes, such as voter registration drives.) **OL**

S Skill Practice

Predicting Consequences Ask: What might be a possible result of the Supreme Court’s ruling in *Buckley v. Valeo* that allows candidates to spend an unlimited amount of their own money on their campaigns? (Answers may include the opinion that it gives an unfair advantage to wealthy candidates by permitting them to spend a fortune to get elected.) **OL**

R Reading Strategy

Identifying Ask: How does the federal government help fund national political campaigns? (Through the Federal Election Campaign Fund, the government collects voluntary \$3 donations from taxpayers that, under certain conditions, can be distributed among the major-party presidential candidates after the primaries.) **OL**

Hands-On Chapter Project Step 3

Running an Election Campaign

Step 3: Getting Out the Vote Students create a 30-second radio commercial designed to get out the vote.

Directions Explain that short radio commercials are an effective way to reach potential voters and that they are much less expensive than television ads.

Financing a Campaign

Main Idea Candidates spend considerable time and effort raising campaign funds.

Civics & You Have you read about campaign finance issues? As you read, think about questions you may have about campaign spending.

The methods used to finance election campaigns have been established by congressional legislation and Supreme Court decisions. In recent years, a push to reform how candidates raise money has led to many changes in the law.

Federal Election Campaign Act

In 1971 Congress passed the Federal Election Campaign Act (FECA) in an effort to place some controls on campaign financing. FECA and its amendments in 1974, 1976, and 1979 established many key rules for campaign finance. The law required public disclosure of each candidate’s spending. It limited the amount—called hard money—that individuals or groups could donate directly to a candidate or a political party. It also tried to limit how much other individuals and groups could spend.

Federal Election Commission The 1974 amendment to FECA created the Federal Election Commission (FEC)—an independent agency of the executive branch—to administer all federal election laws and to monitor campaign spending. All candidates and political parties must keep records of campaign contributions. Candidates are now required to report all individual contributions that exceed \$200 to the FEC.

Limiting Contributions In 1976 the Supreme Court ruled in *Buckley v. Valeo* that the government, through laws like FECA, could set limits on campaign contributions because of its need to keep corruption out of

elections. The Court did find, however, that it was a violation of free speech to limit how much of their own money candidates could spend on their election campaigns.

Public Funding

FECA also set up public funding for presidential elections by creating the Presidential Election Campaign Fund. This fund allows taxpayers, by checking a box on their federal income tax return, to designate \$3 of their annual taxes to go to the fund. In general, major-party presidential candidates can qualify for some of this money to campaign in the primary elections if they have raised \$100,000 on their own. After the national conventions, the two major-party candidates can receive equal shares of money from the fund, so long as they agree not to accept any other direct contributions. Third-party candidates can also qualify for this funding if their party received more than 5 percent of the popular vote in the previous presidential election.

Soft Money and PACs

Most campaign money comes from private sources rather than public funding. These sources include individual citizens, corporations, labor unions, interest groups, and **political action committees (PACs)**. PACs are organizations set up by interest groups especially to collect money to support favored candidates. FECA limited direct donations from PACs and other private sources.

In the late 1970s, complaints grew that campaign finance legislation was making fund-raising difficult. Congress responded with new laws enabling political parties to raise **soft money**—unlimited amounts of money for general purposes, not designated to particular candidates. By law this money was supposed to be used for general party-building purposes, such as voter registration drives or direct mailings on behalf of the party.

Remind students of the importance of reaching voters they think will support their candidate. Ask them to write a 30-second radio message to be broadcast to these voters. Stress that they should have two aims: (1) to get registered voters to vote, and (2) to convince those voters to vote for their candidate. Encourage them to include the candidate’s stand on issues, experience, and personal qualities that they admire. Give

students time to plan their message and to write the script.

Suggest that students take turns reading the message aloud and making suggestions for change. One person in the group could time the message to make sure it fits into a 30-second time slot. When the message has been revised, suggest that they “broadcast” it to the rest of the class. **OL**

(Project continued on the Visual Summary page)

Soft money could come from individuals or PACs. FECA placed no limits on these contributions, and in the 2002 national elections, they totaled about \$500 million.

Spending on Media There is also the issue of money spent by interest groups for radio and television ads that support the groups' positions on issues. These ads do not ask people to vote for or against a specific candidate, but they might show a candidate's name or image. They are powerful tools for interest groups to help candidates they like. FECA placed no limits on how much money could be spent on such ads.

A Reluctance for Reform In response to these developments, Congress repeatedly discussed reforming campaign finance laws. Changes, though, were difficult to achieve. PACs gave most of their money to **incumbents**—politicians who have already been elected to office. As a result, many of these incumbent lawmakers were reluctant to change the rules in ways that might help their opponents in the next election.

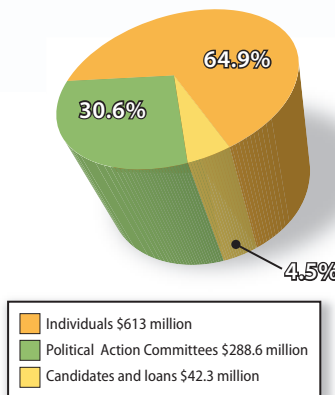
Campaign Reform

Change came in 2002, however, when Congress passed legislation aimed at better controlling the money flowing into national campaigns. The Bipartisan Campaign Reform Act—also known as the McCain-Feingold Act—prohibits national political parties, federal officeholders, and federal candidates from raising soft money.

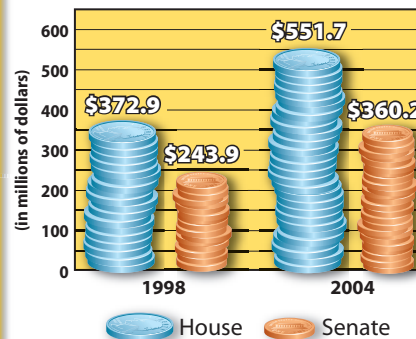
C The law also places time restrictions on broadcasting political ads. Corporations, unions, and interest groups are banned from running ads aimed at a candidate for federal office within 60 days of a general election or 30 days of a primary election. Finally, the law raises the limits on hard money contributions, stating that candidates may collect up to \$2,000 per donor in each election. Political parties can collect \$25,000 per donor in each year.

Funding Congressional Campaigns

Sources of Congressional Money 2004



Spending for Congressional Candidates



Source: www.fec.gov

Analyzing Graphs

- Identifying** What group donated most of the congressional money in 2004?
- Calculating** About how much more money was spent for congressional candidates in 2004 than in 1998?

C Critical Thinking

Drawing Conclusions Ask: What effect will the McCain-Feingold Act have on how political campaigns are funded? (The flow of soft money to political parties, federal officeholders, and federal candidates will stop. The limit on hard-money contributions will be stricter.) **OL**

R Reading Strategy

Inferring Ask: Why are candidates running for office for the first time more likely to benefit from the McCain-Feingold Act than candidates who are running for reelection? (Political action committees gave most of their soft money to candidates up for reelection. The act stopped this flow of soft money, which benefits first-time candidates because their opponents will receive less money to spend on their campaigns.) **AL**

Analyzing Graphs

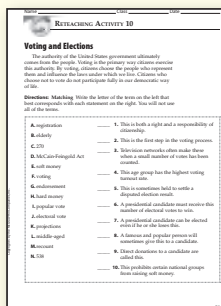
Answers:

- individuals
- about \$178.8 million more for congressional candidates for the House and \$116.3 million more for congressional candidates for the Senate

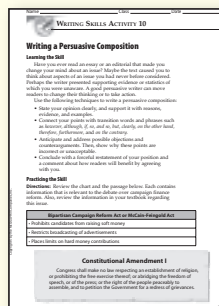
Differentiated Instruction

Leveled Activities

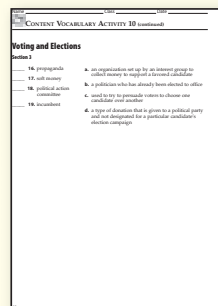
BL Reteaching Activity 10, URB p. 59



OL Writing Skills Activity 10, URB p. 47



ELL Content Vocabulary Activity 10, URB p. 42



W Writing Support

Persuasive Writing Ask students to decide whether they are for or against candidates spending unlimited amounts of their own money on their campaigns. Ask them to write a paragraph to persuade others to agree with their opinions. (Answers will vary, but student compositions should include reasons or examples to back up their opinions.) **OL**

Reading Check **Answer:** It prohibited soft-money funding, set limits on ads for candidates, and raised limits on hard-money contributions.

Assess



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Close

Analyzing Discuss campaign funding issues. **Ask:** Do you think that today only the very rich can afford to run for office? **OL**

Section 3 Review

New Law Upheld

Critics of the new law immediately challenged it as a violation of the First Amendment rights of free speech. In 2003 the Supreme Court case of *McConnell v. Federal Election Commission* upheld all the major provisions of the McCain-Feingold Act as constitutional. The Court stated that it was in the public interest for Congress to limit the size of campaign contributions. Without limits, there would always be the appearance that big donors were able to buy influence with policymakers in ways not available to ordinary citizens.

The majority opinion, written by Justices John Paul Stevens and Sandra Day O'Connor, upheld the ban on corporations, unions, and interest groups from running advertisements for or against a candidate for federal office within a certain period of time

before general and primary elections. The Court also supported the McCain-Feingold Act's setting restrictions on campaign advertisements disguised as "issue ads."

Looking to the Future

The Court's decision set the rules for the 2004 elections and beyond. It will affect how candidates go about raising funds. For example, there will be a new emphasis on getting many small donations rather than a few large ones. As a result, the Internet will play a larger role in political fund-raising. The Internet gives politicians and their supporters an inexpensive way to quickly reach millions of people who might be willing to make the smaller contributions.

Reading Check Identifying How did the McCain-Feingold Act change campaign finance?

Section 3 Review

Vocabulary

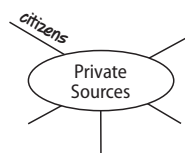
- Write** sentences related to campaign finance using the following terms: *propaganda*, *political action committee (PAC)*, *soft money*, *incumbent*.

Main Ideas

- Describing** What is the purpose of a political campaign?
- Describing** Why was there some reluctance to reform campaign financing? What groups were most in favor of this reform?

Critical Thinking

- BIG Idea** Explain the two sides in the campaign spending reform issue. With which side do you agree? Explain your position.
- Summarizing** On a graphic organizer like the one below, list the different private sources of campaign contributions.



- Evaluating** What qualities of competence and leadership do you think are important in a presidential candidate?

CITIZENSHIP Activity

- Persuasive Writing** Should the media be required to provide equal coverage for all candidates and for all political parties? Is it fair that the two major political parties can obtain greater coverage in the news than the minor parties? Write a one-page paper explaining your view on these issues.

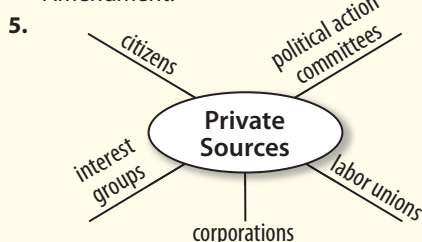


Study Central™ To review this section, go to glencoe.com.

Answers

- Sentences should use vocabulary words according to their definitions in the section and in the Glossary.
- Its purpose is to gain votes for a certain candidate.
- It would mean reducing campaign contributions for some groups. Federal officials up for reelection, for example, would find their campaign funding reduced if soft money contributions were not allowed.
- Those in favor of finance reform say that it is in the public interest for Congress to limit

the size of campaign contributions. Those opposed say that limitations imposed by Congress are a violation of the First Amendment.



- Students should back up their opinions with reasons, facts, or examples.
- Essays should clearly express the writer's views on both issues. It should try to persuade the reader with reasons, facts, or examples.

Voting

Voting is a basic political right of all citizens in a democracy who meet certain qualifications set by law.

Voting allows citizens to take positive actions to influence or control government.

You are qualified to vote if you are not a convicted felon or legally insane, and you are:

- a citizen of the United States
- at least 18 years old
- Most states also require that you be a resident of the state for a specified period and that you register to vote.

Registering to Vote

Registration requirements are set by state law and differ from state to state.

When you register to vote for the first time, you must show proof of citizenship, address, and age.

President John F. Kennedy votes



Students register to vote

Voting Procedures

- You vote at a polling place in your home precinct. A precinct is a voting district.
- You will cast your ballot by using a voting machine.
- Citizens who cannot get to the polling place on Election Day can vote by absentee ballot.

The Electoral College

Presidents are not chosen by direct popular vote but by a body known as the Electoral College.

While the presidential candidates' names are printed on the ballot, the voters are not actually voting directly for president and vice president. Rather, they are voting for all of their party's electors in their state.

Political Campaigns

- Running for office costs money.
- Campaigns are funded privately and publicly.
- Campaign finance reform remains an important issue.

Campaign worker monitors voters



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Summarizing Information **Ask:** *What is the purpose of this page?* (It aims to present a clear summary of the chapter through the use of boldface heads, photographs, and bulleted lists.) Explain that summarizing a chapter you've just read is a valuable study skill that helps you recognize and remember what is important—it is helpful to reread a summary just before a test. Call attention to the headings, and ask volunteers to supply a supporting detail they remember from the text. **OL**

This **Reading Skill** (Summarizing Information) was introduced in this unit.

Predicting Remind students of how voting procedures and laws have changed over time. Then lead a discussion of how they might change in the future. **Ask:** *What campaign funding issues still need to be resolved? How might voting machines change in the future? Could we cast our votes over the Internet? If so, what problems would it solve? What problems might it create?* After the discussion, ask students to choose one aspect of the topic "Voting in the Future" and write a short paper that states their predictions. **OL**

For additional practice on this skill (Predicting), see the **Skills Handbook**.

Hands-On Chapter Project Step 4: Wrap-Up

Running an Election Campaign

Step 4: Holding the Election Each group will give a presentation designed to "sell" their candidate to prospective voters.

Directions Tell students that they will now plan a presentation designed to capture votes for their candidate. Give them time to

prepare their presentation and to decide how to incorporate their campaign posters, radio messages, and songs.

When the groups are ready, have them give their presentations. Ask them to keep their posters visible so that voters can see their candidates' names. Then distribute paper ballots and have students write the name of the candidate for whom they are voting.

Finally, collect the ballots, count the votes, and announce the winner. **OL**

Answers and Analyses

Reviewing Vocabulary

1. A The key word in this question is “results.” All the answer options refer to an election, but only one, “returns,” fits the definition. Students may be confused by “ballots,” since ballots, as well as returns are taken to the election board. They should realize, however, that ballots need to be counted in order to determine election results.

2. B Three of the answers (B, C, and D) refer to ways citizens propose, or vote on a law. Answer A, “recall,” can be eliminated by considering the meanings of its prefix and root, “to call back,” which would apply to removing an official from office but not to proposing something new. One way to remember the meaning of the correct answer, “initiative,” is to think, “Take the *initiative* and propose a new law.” Help students make similar connections for the remaining choices. For example: A *proposed* law, or *proposition*, is put on the ballot in a general election; a law is *referred*, or sent back, to voters for approval in a *referendum*.

3. C Questions 2 and 3 give the same answer choices. In answering question 2, students eliminated one choice. Referendum is the logical choice, since a law is referred to voters for a vote in a referendum.

4. D Students should recognize that the answer is probably a person or group of people. This narrows the choices to the last three answers. Since political action committees are formed to collect money for candidates, that is the obvious choice.

Reviewing Main Ideas

5. D The National Voter Registration Act was formed to make it easier for people to vote and to maintain registration.

6. A If students think about how statistics on voter turnout could be obtained, they would realize that there is no way to determine if a voter is disgruntled, has a low income, or is a high-school dropout. Those items are not included on voter registration forms. Date of birth is, however. Thus the correct answer is “middle-aged people.”

TEST-TAKING TIP

Neatness counts even in objective questions. Fill in ovals carefully and print legibly.

Reviewing Vocabulary

Directions: Choose the word(s) that best completes the sentence.

- The results of an election are called _____.
A returns C exit polls
B ballots D electorates
- Citizens can propose a new law through a(n) _____.
A recall C referendum
B initiative D proposition
- Citizens can approve or reject a local or state law with a(n) _____.
A recall C referendum
B initiative D proposition
- Much of the money from election campaigns comes from _____.
A returns C incumbents
B electors D political action committees

Reviewing Main Ideas

Directions: Choose the best answer for each question.

Section 1 (pp. 292–299)

- What does the National Voter Registration Act require states to do?
A deny felons the right to vote
B give the vote to citizens 18 and older
C record voters’ party affiliation when they register
D allow people to register when renewing their licenses

- Which group has the highest rate of voter turnout?
A middle-aged people
B disgruntled citizens
C low-income earners
D high school dropouts

Section 2 (pp. 300–304)

- How many electoral votes does a presidential candidate need to win?
A 100
B 270
C 435
D 538
- Why is a runoff election held?
A citizens want to remove an elected official
B parties want to narrow a field of candidates
C no candidate in a state election wins a majority
D no presidential candidate wins enough electoral votes

Section 3 (pp. 305–310)

- How do campaign organizations canvass on a national level?
A by going door to door
B by advertising on television
C by conducting frequent polls
D by seeking celebrity endorsements
- Why does the federal government set limits on direct campaign contributions?
A to limit candidates’ free speech
B to keep corruption out of elections
C to create public funding for third parties
D to increase the soft money contributions

GO ON 

7. B The total number of electoral votes is 538. Since a presidential candidate must win a majority of those votes, a candidate would need at least 270 votes to win.

8. C Students may connect the term “run-off election” with a “playoff game” in sports, which is held to break a tie. Keeping that in mind narrows the answer choices to C and D. If there is a tie in a presidential election,

however, the House of Representatives elects the president. Thus, the correct answer is C.

9. C A key word in the question is “national.” National elections are too large to rely on door-to-door canvassing, so campaign organizations conduct frequent public opinion polls.

Critical Thinking

Directions: Base your answers to questions 11 and 12 on the diagram below and your knowledge of Chapter 10.

Table 1: Voter Turnout Among Citizens November 2000 and 2004

	2000	2004
18–24	36%	47%
25–34	51%	56%
35–44	60%	64%
45–54	66%	69%
55–64	70%	73%
65–74	72%	73%
75+	67%	69%
All ages	60%	64%

Source: Authors' Tabulations from the CPS Nov. Voting and Registration Supplements, 1972–2004.

11. Compare the percentage point differences between the 2000 and 2004 elections. Which age group showed the greatest increase in its rate of voter turnout?
 - A 18–24
 - B 25–34
 - C 35–44
 - D 45–54
12. What can you conclude based on data in the chart?
 - A More people 65–74 years old voted in 2000 than in 2004.
 - B Voters 75 and older outnumbered voters between 25 and 34.
 - C Voters between 18 and 24 had the lowest rates of voter turnout.
 - D Voters between 45 and 74 made up 72% of the total voters in 2004.

Document-Based Questions

Directions: Analyze the following document and answer the short-answer questions that follow.

The following passage is from a campaign debate between presidential candidates Al Gore and George Bush in 2000.

GORE: One of the serious problems, hear me well, is that our system of government is being undermined by too much influence coming from special-interest money. We have to get a handle on it. And like John McCain, I have learned from experience, and it's not a new position for me. Twenty-four years ago I supported full public financing of all federal elections. And anybody who thinks I'm just saying it, it will be the first bill I send to the Congress. . . .

BUSH: All right, let me just say one thing!

GORE: I care passionately about this, and I will fight until it becomes law.

BUSH: I want people to hear what he just said! He is for full public financing of Congressional elections! I'm absolutely, adamantly opposed to that! I don't want the government financing Congressional elections!

—Presidential Debate, October 3, 2000

13. What are Gore's and Bush's positions on full public financing of federal elections?
14. Why might wealthy special-interest groups object to candidates using only federal funding for their campaigns?

Extended Response

15. Write a brief essay about the kinds of activities that political campaigns include. Also explain why candidates need large amounts of money to run their campaigns.

STOP



For additional test practice, use Self-Check Quizzes—Chapter 10 on glencoe.com.

Need Extra Help?

If you missed question...	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Go to Page...	297	301	301	308	295	299	303	301	306	308	299	299	303	303	306

STANDARDIZED TEST PRACTICE

Document-Based Questions

13. Gore passionately supports full public financing of federal elections; Bush is adamantly opposed to it.

14. Supporting only federal funding would prevent groups from using campaign contributions to influence those who will be in a position to help and support them.

Extended Response

15. Essays may include activities such as door-to-door canvassing, conducting public opinion polls, obtaining endorsements, and advertising in the print media and on television. Explanatory examples may include the tens of thousands of dollars per minute paid for a television commercial, the cost of airfare and other transportation, salaries of campaign staff members, and payments made to campaign consultants, such as public-opinion pollsters. In addition there are computer, telephone, postage, and printing costs.

10. **B** Answer B is correct because direct contributions of large sums of money could be used to influence a candidate's decisions if that candidate is elected.

Critical Thinking

11. **A** The 18–24 age group showed the greatest percentage gain, 11 percent. The gains of the other age groups ranged from 2 percent to 5 percent.

12. **C** The only answer supported by data in the chart is that the 18–24 age group had the lowest rate of voter turnout. The other answers depend on knowing the number of voters in each age group. The chart does not give that information.



Have students visit the Web site at glencoe.com to review Chapter 10 and take the **Self-Check Quiz**.

Need Extra Help?

Have students refer to the pages listed if they miss any of the questions.

Teach

D Differentiated Instruction

Verbal/Linguistic Ask: What do you think is the purpose of this article? (Its purpose is to alert readers to a problem: The lack of a national balloting system has serious consequences that might include affecting a presidential election.) **Ask:** What are some of the phrases in the article to persuade the reader that the problem should be corrected? (Answers may include the following: “patchwork of voting methods ... imperfect patchwork ... causes hundreds of thousands of ballots to be discarded ... voter confusion ... serious consequences ... has changed the course of U.S. history.”) **AL**

C Critical Thinking

Drawing Conclusions Ask: Why do you think the Constitution left election procedures up to the states? (Answers may include that the states might disagree about election procedures and that it would be difficult to reach a national consensus. For some states, the cost of voting machines and other costs of running an election would have to be addressed in choosing a national voting system.) **OL**

Additional Support

Background

The 2000 Election The battle for votes did not end on Election Day. At first Gore conceded the election but then retracted his concession when Bush’s slim lead in Florida triggered an automatic recount. Gore asked that 1.8 million votes be recounted by hand in four counties that were considered to be

The Machinery of Democracy

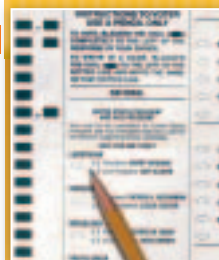
With no national balloting system, the U.S. is a patchwork of voting methods

Unlike India and Canada, America does not have a national system for running elections or counting votes. That’s because the Constitution left election procedures to the states. They in turn have passed the responsibility down to counties and cities—some 13,000 of them—which choose and pay for their preferred methods of counting ballots.

The imperfect patchwork of voting methods in use around the U.S. causes hundreds of thousands of ballots to be discarded each year. About 2% of all votes in presidential elections are marked for more than one candidate or for none, mostly as a consequence of voter confusion. Sometimes that confusion has serious consequences. In 2000, George W. Bush was declared President based on a 537-vote lead in Florida. Later analysis revealed that Al Gore lost more than 6,000 votes—and the White House—because some Florida voters marked more than one name on Palm Beach County’s “butterfly ballot.” On that ballot, the names of 10 presidential candidates alternated on two pages. “Voters’ confusion with ballot instruction and design and voting machines appears to have changed the course of U.S. history,” concluded a post-election analysis by a group of newspapers.

How Americans Vote:
An imperfect system

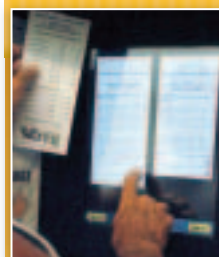
A look at the various methods used throughout the United States*

Optical Scan **1**

PERCENT WHO
VOTE THIS WAY:
35%

HOW IT WORKS: Voters fill in rectangles, circles, ovals, or incomplete arrows next to their candidate. A computer selects the darkest mark as the choice.

PROS/CONS: Easy for voters to use, and double-marked ballots are immediately rejected, allowing voters to revise their ballots. But the equipment is expensive and can have problems reading sloppily marked forms.

Electronic **2**

PERCENT WHO
VOTE THIS WAY:
29%

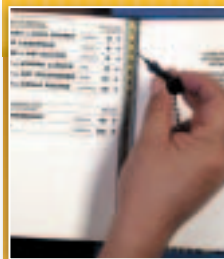
HOW IT WORKS: Voters directly enter choices into the machine using a touchscreen or push buttons. Votes are stored via a memory cartridge.

PROS/CONS: Though as easy as using an ATM, this technology is still fairly expensive. There is no “paper trail” in the event of a recount. And the machines are subject to programming error, malfunction, and tampering.

Democratic. The Bush team sued to block Gore’s request.

The counting of votes had to be completed by November 26 in order for the votes to count. Two counties missed the date to submit their results. Therefore, Florida’s secretary of state certified Bush as the winner. After more lawsuits, the counts resumed.

On December 12 the U.S. Supreme Court ruled that since recounts for certain counties were not treating all ballots equally, they were unconstitutional. On December 18, the electorates cast their votes. On January 20, George W. Bush became the 43rd president of the United States.



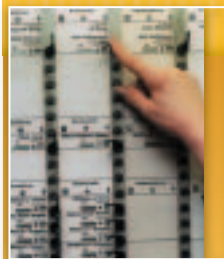
PERCENT WHO
VOTE THIS WAY:
14%

Punch Card

3

HOW IT WORKS: Voters insert blank cards into clipboard-size devices, then punch the hole opposite their choice. Ballots are read by a computer tabulator.

PROS/CONS: An economical method, but holes are often incompletely punched. The dangling bits of cardboard, known as “chads,” can lead to inaccurate tabulation of votes. And the notorious “butterfly ballot” caused massive confusion among Florida voters in 2000.



PERCENT WHO
VOTE THIS WAY:
14%

Lever Machine

4

HOW IT WORKS: Each candidate is assigned a lever, which voters push down to indicate their choices.

PROS/CONS: Once the most popular form of voting, lever machines are simple to use but heavy, old, and no longer manufactured. There is no paper trail if recounts are necessary.



PERCENT WHO
VOTE THIS WAY:
1%

Paper Ballot

5

HOW IT WORKS: Voters record their choices in private by marking the boxes next to the candidate and then drop ballots in a sealed box.

PROS/CONS: An inexpensive and straightforward method that dates back to 1889. Counting and recounting can be slow.

* Note: Figures are for the presidential election held in November 2004. Additional 7% is made up of voters in counties where more than one voting method is used. Sources: Election Data Services, Federal Election Commission.

Is There a Better Way of Balloting Ahead?

A UNIFORM BALLOT

Some think there should be a single ballot design for all federal elections—same type, style, and size, with ballot marks in the same place.

MOVE ELECTION DAY

Should it be a holiday or moved to the weekend so more people don't have to squeeze in their civic responsibility around work? It's a nice idea, but voters might just take a vacation.

VOTING BY MAIL

Oregon has tried this concept, with mixed success. If the kinks can be worked out, though, it could relieve the crowding on Election Day and boost turnout by giving people more time to vote.

COMPUTERIZED VOTING

Some experts see elections being eventually held entirely over the Internet. Security problems have to be solved first, though. And what about voters who are not computer-literate?



C Critical Thinking

Analyzing Ask students to analyze the solutions proposed to institute a better way of balloting. Have them choose one of those solutions and write a short paper in which they list its pros and cons and then state their conclusion about whether or not it would improve voting procedures. *(Answers will vary but should follow the directions to list the pros and cons of the proposed solution and to state their conclusions about it.)* **OL**

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Reading Strategy

Read to Write

Comparing and Contrasting Have students read the explanations of the five voting methods shown. Ask them to look for any general problem concerned with voting, as well as the pros and cons of each voting method. Suggest that they take notes on their observations in preparation for writing.

Ask students to choose two of the voting procedures described and write a composition discussing their similarities and their differences. Suggest that they include the pros and cons of each in solving problems concerned with voting. *(Essays will vary. They should be organized to compare and contrast two voting methods and may include the pros and cons of each.)* **OL**